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IN THIS ISSUE:

September, 1947

Volume VII, Number 1

EDUCATION WITHOUT TEARS

by Flora Baer 3

BROADCASTING FOR BRITAIN'S YOUNGER GENERATION

by Pamela Kay 5

DISCUSSION STIMULATES THINKING

by Dorothy Gordon 6

SUPPLEMENTARY EDUCATIONAL MATERIALS FOR

RADIO MUSIC by Elizabeth Schrepel 7

OTHER FEATURES: WHO? WHAT? WHERE? WHEN? inside front cover. EDITORIAL, page 1. THE PRESIDENT'S PAGE, page 2. EVENTS IN REVIEW, page 8. BROADCASTS FOR SCHOOLS, page 10. LOCAL ASSOCIATION ACTIVITIES, page 11. NOTEWORTHY PROGRAMS, page 12. IDEA EXCHANGE, page 12.

THE ASSOCIATION FOR EDUCATION BY RADIO

Who? What? Where? When?

The National Association of Educational Broadcasters will meet in Chicago, October 25-26.

Station WUOM is the official designation for the University of Michigan's new FM station being constructed on Peach Mountain near Portage Lake.

Patricia Green is the newly appointed assistant supervisor of radio in the Portland, Oregon, public schools. She replaces Mrs. Mary Elizabeth Gilmore.

Station KMOX, St. Louis, in cooperation with the St. Louis Board of Education, the University of Missouri, and Lincoln University held a Radio Workshop June 16-27.

George Johnson, one time head, Kansas Classroom of the Air, has been chosen to serve as coordinator of Indiana University's School of the Sky which opens this fall.

Elizabeth E. Marshall, program director, Chicago Radio Council, taught two courses in educational radio at Teachers College, Columbia University, during the 1947 Summer Session.

Station WHA, University of Wisconsin, held a Public Service Radio Institute July 28 to August 6. At one session Dr. William B. Levenson outlined the services which are rendered by the AER.

Kathleen N. Lardie, AER Past President, served on the staff of the Educational Radio Institute at Brigham Young University, Provo, Utah, July 7-19. Dr. T. Earl Pardoe, director of radio, was in charge.

Station WBGO, Newark, New Jersey, Board of Education, expects to begin broadcasting on October 1. William Pfeiffer, former WHA staff member, is in charge of the station and has the title, supervisor of radio.

The University of Georgia, Athens, was the scene of the Second Annual Georgia Radio Institute, May 18-20. The Institutes are sponsored by the Georgia Association of Broadcasters and the Grady School of Journalism.

Gordon Hawkins, educational and program director, Westinghouse Radio Stations, Inc., has been named to the Publications Committee, Junior Town Meeting League. Mr. Hawkins is a member of the League's Board of Trustees.

Indiana University, in cooperation with the Indiana State Department of Education, held a Conference on Radio in Education in Indianapolis, August 7 and 8. George C. Johnson, Radio Department, Indiana University, Bloomington, served as Conference Director.

Teachers College, Columbia University, thanks to Elizabeth E. Marshall, presented an exhibit of educational radio scripts, handbooks, station logs, manuals, listings, and transcriptions from more than thirty educational radio stations during the six weeks' summer term.

Station WTOP, Washington, D. C., will hold its third annual Radio Workshop for teachers at Wilson Teachers College, September 2-9.

David Owen, member of the radio faculty at the University of Michigan, passed away July 4 at Ann Arbor. Burial was in Falmouth, Massachusetts.

Fordham University presented a Summer Institute of Radio July 7 to August 15. William A. Coleman, director, Radio Division, Department of Communication Arts, was in charge.

William D. Boutwell, assistant to the publisher, *Scholastic Magazines*, offered a course on radio appreciation at the 1947 Summer Session of Teachers College, Columbia University.

Mary Somerville, assistant controller of talks, British Broadcasting Corporation, spent May 10-14 on the campus of the University of Minnesota observing educational radio activities.

Gordon Hawkins, educational and program director, Westinghouse Radio Stations, Inc., conducted a summer radio workshop for teachers at Marshall College, Huntington, West Virginia, June 21-24.

Wisconsin allocated an additional sum of \$166,100 to its state non-commercial educational FM network when, on August 5, a measure passed by the 1947 Legislature was signed by Governor Rennebohm.

Dr. Lyman Bryson, CBS counsellor on public affairs, went to Paris in June to serve for three months as special consultant at UNESCO headquarters on the uses of education and mass media for international understanding.

George Jennings, AER Journal Business Manager, was in Washington, D. C., July 7-8 as a "reluctant witness" in the Petrillo case. George, who put in a good word for educational broadcasters, reports that Petrillo will "compromise."

Dr. I. Keith Tyler, AER Past President, was recently named coordinator of all radio instruction in Ohio State University. Dr. Tyler is also director of radio education and holds a professorship in the Bureau of Educational Research at OSU.

Station WAER is the new designation of the two and a half watt FM station at Syracuse University according to its director, Kenneth G. Bartlett. The initials, AER, were selected because they are the initials of the national honorary radio fraternity, Alpha Epsilon Rho.

Ruth Weir Miller, AER Northeastern Region president, served as a consultant at the New England Summer Workshop during the week of July 7. The Workshop was conducted by the New England Committee on Radio in Education in cooperation with Boston University and the four network stations in that area.

The School Broadcast Conference, 1947, meets October 27-29 in Hotel Continental, Chicago.

The Midwest Forum on Audio-Visual Aids was held at the Stevens Hotel, Chicago, July 11-12.

Station KRVM is the designation of the new FM station of the Eugene, Oregon, public schools which is scheduled to begin operation this fall.

Stanley Field, treasurer, Washington, D. C., Chapter, AER, recently was awarded a prize of \$150 in the Second Annual YMCA Radio Script Contest.

Lois Wurstner is the new educational director of Station WHIO. Miss Wurstner, who replaced Dorothy Allsup, is a graduate of Ohio Wesleyan's speech and radio course.

Columbia Broadcasting System announced recently that it had allocated \$200,000 for the 1947-48 School of the Air. Not included in this sum is the value of the radio time used.

Station KWGS, the new FM station of the University of Tulsa, Oklahoma, went on the air May 15, 1947. Ben G. Henneke, professor of speech, supervises the University's broadcasting activity.

NATIONAL OFFICERS

WILLIAM B. LEVENSON, *President*, assistant superintendent of schools, Cleveland, Ohio.
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RUSSELL PORTER, *West Central*, Department of Communications, University of Denver.
SHERMAN P. LAWTON, *Southwestern*, coordinator of radio, University of Oklahoma, Norman, Oklahoma.
JAMES MORRIS, *Pacific Northwest*, director, Station KOAC, Corvallis, Oregon.
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KENNETH CAPLE, *Canadian*, director of school broadcasting, British Columbia, Canada.

ALPHA EPSILON RHO

The Association sponsors Alpha Epsilon Rho, an undergraduate, professional fraternity in radio.
SHERMAN P. LAWTON, *Executive Secretary*, University of Oklahoma, Norman, Okla.

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Between the Editor and His Readers

A YEAR AGO on this page the Editor noted the fifth anniversary of the *AER Journal* and furnished data on its growth during that period. To bring the story up to date it can now be stated that Volume VI contained in its nine issues—144 pages plus covers—four more pages than Volume V. This service was rendered to the membership despite an almost astronomical increase in publishing costs.

Last spring the AER Executive Committee was faced with a decision as to whether to abandon its magazine, reduce its size and/or the frequency of issuance, or increase the membership dues. It chose the latter course. There seemed to be no defensible alternative.

The AER has one of the largest memberships of all the special interest groups in the educational field and, the Committee reasoned, a reduced service would be far from popular. Even with the increased membership fees, however, continued successful operation will necessitate not only the retention in the Association of all its present members but a substantial and steady increase through the addition of new members. Each of us must do his part. Will you secure one new member today?

Let the FCC alone—Educators, and it is to be hoped radio people too, have been most unhappy about the apparent political football which is being made of the Federal Communications Commission. The present Commission, it seems to this writer, has functioned fearlessly to make radio serve the public interest. The so-called "Blue Book," to mention a single example, represented substantial progress in an attempt to bring radio to an early maturity and to assist the almost helpless listener.

Many are wondering if the refusal of Republican leaders in the Senate to confirm President Truman's re-nomination of Commissioner Ray C. Wakefield is just the beginning of a "purge" dictated by selfish interests that would profit financially from the relaxation or removal of all radio regulation. Mr. Wakefield has a record of service which is above legitimate criticism. It is no credit to any group—industry or political—that he failed of confirmation.

Already it is being predicted that the same interests which "knifed" Commissioner Wakefield are out to repeat when the term of Commissioner Clifford J. Durr expires on June 30, 1948. Such a catastrophe must not be allowed to happen! Commissioner Durr is one of our most able public servants. He has been a leader in the Commission and has done much for radio education. AER members should contact their Senators immediately and insist that an end be had to the purging of competent FCC members by those who put profit or political advantage above the public interest.

Radio and public taste—Almost from the very beginning there has been discussion as to whether or not radio pro-

grams should reflect the public taste or, as an art, strive ever to reach the highest possible standards of which the medium is capable.

Educators for the most part felt that radio, with its remarkable ability to entertain, to inform, to develop appreciations, to form attitudes, to influence, had an obligation which transcended the mere responsibility to give the public what, at any particular moment, it thought it wanted most. Too many commercial radio people argued then, and many still do, that radio has no obligation to raise standards—that listeners should get what they want—and that through their audience research, radio stations are determining audience preferences and building their schedules accordingly.

The July, 1947, issue of *Harpers' Magazine* contains a most stimulating article on this very subject, "The Public Opinion Myth," by Ernest Borneman. Excoriating both the radio and the movies for abandoning the creative techniques of the artist and substituting the routine statistics of the pollster, Mr. Borneman points out that "The thing that keeps showmanship alive is not the satisfaction of an old demand but the creation of a new one." In his opinion "the caliber of art and entertainment and showmanship reveals itself to its audience not merely by the happy recognition of the familiar but precisely by its opposite—the delighted surprise that arises from watching an original mind at work." His article is a "must" for teachers and radio people alike!

Public service broadcasts—Many have commented recently on the progress radio, especially the networks, is showing in public service broadcasting. Led by CBS, whose documentary broadcasts have been especially outstanding, all four national networks seem to be making real strides. This is a commendable trend.

Jack Gould devoted his entire comment to this topic in his column in the *New York Times* of August 10. He notes especially the drastic reorganization at NBC which placed Ken R. Dyke into a key post where he will have charge of all phases of programming. Mr. Dyke's initial efforts have been focused on the improvement of public-service programming.

Mr. Gould's survey of the scene convinces him that there "is the growing realization by radio itself that it must be master of its household and not surrender its prerogatives to others, notably the advertisers, either by inertia or by intent." Only in that way, in Mr. Gould's opinion, can radio "insure its strength as an advertising medium as well as a vital social and entertainment force." Thoughtful listeners cannot but hope that substantial alterations designed to strengthen and modernize the radio structure are now under way.—
TRACY F. TYLER, Editor.

The President's Page

What Is Your Local Chapter Doing?

IF YOUR ANSWER to the above is "little or nothing," then this statement is addressed to you.

You should, indeed, expect a national organization such as ours to launch and participate in numerous enterprises on the national level—and the AER does do that. Some of our colleagues have spent a good deal of time this past summer working on such projects and you will learn of these activities in subsequent issues of the *AER Journal*. But when the chips are down, the best measure of AER's value and the greatest promise of its growth are the local activities undertaken with *your* help—in *your* community.

Let's be specific. You belong to the AER—at least you receive its magazine. Do you have an organized chapter in your town? If you are not sure, drop me a line and I will find out for you. Better yet, I will send you the names of AER members in your community who would serve as the nucleus of your local chapter.

What do you do after you are organized? Promote an all out membership drive? Wait a minute! Better be sure your group is a functioning one first. In this regard your program committee has the crucial job. Through our national office in Chicago your committee may communicate with other local chapters to learn what types of meetings have been successful. I did some such investigation this summer; perhaps you would like to know the results. Here are fifteen local chapter activities, each of which has contributed in various parts of the country to the broad purposes of our organization. To be sure, local adaptations have to be made, but you may find these plans helpful.

1. Showcase of Public Service Programs

Several AER chapters have arranged with each of their local stations to prepare and present a showcase of top public service programs. This presentation usually is in recorded form with additional comments by the station staff.

2. Public Service Clinics

At least one chapter last year held a series of four meetings to which the AER invited local publicity representatives from various social service agencies which use radio periodically: the Y.M.C.A., Red Cross, police department, and other welfare and governmental

agencies. Each meeting dealt with a phase of public service programming: script writing, production, promotion, etc. Local stations furnished speakers and demonstrations.

3. Visits to Industrial Plants

Many chapters have arranged for visits



WILLIAM B. LEVENSON, who in May, took over his duties as AER President, assumed office officially as assistant superintendent in charge of elementary schools in Cleveland, Ohio, September 1. Dr. Levenson had been director of Station WBOE, FM station of the Cleveland Board of Education.

and demonstrations at local industrial plants where electronic equipment is manufactured.

4. Listening Sessions

Prize-winning recordings have been collected and presented at various chapter meetings, with a discussion led by AER representatives. Numerous stations and educational institutions will be pleased to furnish transcriptions for such purposes.

5. Radio Editors

Radio editors have been invited by various groups to discuss the criteria they apply in judging the quality of radio programs.

6. Workshop Demonstrations

A good many chapters have witnessed demonstrations of college and high school radio workshop activities. Occasionally the meeting takes place at the school studios where, in addition to the presentation, equipment facilities are discussed and demonstrated.

7. AER Awards

At least one chapter has organized a production contest among the educational institutions in the community. An AER cup is awarded to the group which presents the best production, using an outstanding public service script.

8. Local Script Contest

Several groups have sponsored contests somewhat different from the above. In these instances the competition was for the preparation of an original script. The prize-winning script was presented on the air through a local station.

9. Joint Meetings with Other Organizations

AER groups have conducted joint meetings with groups such as the local radio council, Institute of Radio Engineers, visual aid departments, and P.T.A. groups. At some of these meetings films on radio have been used as a phase of the program. Such films are available from numerous organizations: RCA, Westinghouse, General Electric, British Broadcasting Corporation, etc.

10. New Equipment Demonstration

Location distributors of radio equipment have been invited by AER groups to display their equipment for a general demonstration of new items on the market. School administrators, purchasing agents, and others interested in such material have been invited to these meetings.

11. Presentation by Radio Station Personnel

The most common type of meeting is the one which is held at a local station where key station personnel discuss their respective jobs. Sometimes a more elaborate presentation is made when, for example, the music director demonstrates microphone placement.

12. Reviews of Current Literature

With the assistance of local libraries several groups have had very interesting meetings in which recent literature in the field of radio is reviewed by AER members and discussed by a panel.

13. Network and Foreign System Presentations

Chapters in the larger cities have had excellent meetings featuring addresses by radio network personnel. Several groups have been visited by representatives from BBC.

14. Social Affairs

Many local chapters have recognized the value of establishing traditions. Such traditions provide continuity in an organization and they also serve as excellent promotional vehicles. For example, the Cleveland Chapter each year has a Christmas party, a spring picnic, and an AER luncheon in conjunction with the October meeting of the teachers' institute of Northeastern Ohio.

15. Local Chapter Newspaper

This is not a meeting, of course, but a small periodical of this type serves to unify the group.

This is only a partial list of many worthwhile activities undertaken by AER groups throughout the land. I should be very happy to hear from your group when you plan a chapter meeting that you believe would be of interest to others. Best wishes for a pleasant and profitable year.—WILLIAM B. LEVENSON.

Education Without Tears

DOWN IN SOUTHERN CALIFORNIA, San Diego city schools this fall are going forward on an ambitious schedule of educational radio programs, ranging from the teaching of Spanish to poetry recitals in the manner of Ted Malone.

The radio pattern for education via the airwaves in San Diego was etched during the 1946-47 school year when the city schools engaged in their most varied broadcasting schedule to date.

Included in the air program during the last school year were:

Invitation to Spanish, a daily Monday through Friday program which teaches Spanish through a dramatic medium, telling how an American family learns the language.

Junior Town Hall Meeting, high school students' round table discussions on topics of the day, aired once weekly.

Quizdown, a copyrighted radio quiz program broadcast once a week with fourth, fifth, and sixth graders.

Apple for the Teacher, a 15-minute weekly teacher recruitment series utilizing teacher and student panels and student music.

Sunday Night Concert Series, half-hour student concerts presented by city and county musical organizations from junior and senior high schools.

Poetry for You, broadcast once as a feature for California Public Schools Week, and rebroadcast three weeks later by popular demand.

In addition, the city schools also sponsored a week-long series of talks, panels, and special presentations during California Public Schools Week from April 27 through May 3. Earlier in the year, last fall, a similar series of promotional programs was used to publicize American Education Week.

From the school's own junior college classroom-laboratories came a 15-minute weekly news broadcast, and another 15-minute weekly spot, a dramatic show.

With the exception of the junior college programs, the San Diego city schools' radio broadcasts were planned and produced by William J. Lyons, director of public relations, and his staff members, Lester Wahrenbrock, coordinator of staff relations, and Mrs. Flora Baer, editorial assistant. Working

closely with them were different teachers actively interested in the various programs.

Mr. Wahrenbrock worked closely with the *Junior Town Hall Meeting* and *Quizdown* programs, while Mrs. Baer devoted her radio energies to *Invitation to Spanish*, *Apple for the Teacher*, *Poetry for You*, and the *Concert Series*.

Invitation to Spanish, the San Diego city schools' most successful program from the standpoint of longevity and fan mail, is based on the premise that interest in the Spanish language is at a high level in Southern California's border metropolis.

Over the "doubting Thomas" attitude of some commercial radio bigwigs, the program was developed and nurtured into the schools' very popular and most novel broadcast series by Mrs. Margit W. MacRae, coordinator of San Diego's highly successful Elementary Spanish Education department.

Instead of using regulation classroom methods over the air, Mrs. MacRae welded dramatic techniques with well-proven teaching practices into what one of her fans called "education without tears."

Mrs. MacRae, who has been in charge of teaching Spanish on a conversational plane to more than 3,200 fourth, fifth, and sixth graders for the past three years, adapted many educational "tricks" for the program.

First, she obtained permission to use the title and text of *Invitation to Spanish* by Margarita and Exequiel Madrigal for her program. Armed with first-class educational material she enlisted the aid of her business executive husband, Roderick, to assist in writing the script.

Roderick, a former radio announcer and script writer, formulated with her a story idea which would tell in dramatic form of the educational adventures of a family as they learned to speak Spanish in preparation for a vacation trip to Mexico.

The radio family was named the "Marlows" and the MacRae family itself stepped in to take the roles. There were, in addition to Mrs. MacRae, and husband, Rod; their nine-year-old daughter, Margit; son, Erik, 19, and a junior at college; and Mr. MacRae's mother, Mrs. Viola May MacRae, or Nannee, as she is called in the script. Broadcasts emanate from an imaginary dining room every week-day evening just before the family starts dinner.

With a ready-made cast, an expert teacher, and a finished script writer, the MacRae's took to the air as the "Marlow Family" last March 3. And they've been at it ever since.

They broadcast over KYOR, an independent San Diego station which aims toward local interest on all its programs. KYOR is one of San Diego's several new radio stations springing up as the city continues to expand.



THE MARLOW FAMILY presenting a broadcast in the series, *Invitation to Spanish*: [l to r] MRS. MARGIT W. MACRAE, program director; son, ERIK BRUN; daughter, MARGIT; mother-in-law, MRS. VIOLA MAY MACRAE; and husband, RODERICK MACRAE.

This fall the Marlow Family began a new series in order to give more people the opportunity to begin learning Spanish this new, easy way.

On the program, many family situations come in for laughs, and the audience easily identifies itself with the Marlows. From this technique is born a truly effective medium for teaching via the radio.

Much fun is poked at Erik's voracious appetite. If young Margit, or Sister, as she is called on the program, doesn't tease him about it, he himself puns about it. Or, he may even crunch celery right into the microphone.

Even Rod's baldness, comes in for pointed remarks. Once, Sister, demonstrating the Spanish sentence, "I pat my head," suddenly said, "Let me pat yours, Daddy. That would sound better over the radio because you don't have shock-absorbers."

When the horseplay gets too thick, Nannee, characterized as a matter-of-fact, serious student, will remind the good-natured family to "get back to the lesson."

Neighbors occasionally drop in to borrow a cup of sugar or coffee and then the Marlows swing into some review lessons, using the neighbors as sounding-boards for what they have learned.

Actually, the only one of the Marlows who knows Spanish fluently is Mrs. MacRae, but progress is being tallied right along by her own family as well as her radio listeners, who tune in by the thousands.

So great has been the success of the radio program, much to the surprise of the aforementioned "doubting" radio men, that Mrs. MacRae is being given more time on her busy schedule to develop it.

Because *Invitation to Spanish* is broadcast at 5 p.m. daily, school pupils studying Spanish throughout the city and county are faithful listeners. Several classes have also made guest appearances on the program.

The program is based on Mrs. MacRae's direct philosophy on the teaching of foreign languages. It is: "Learn to speak the language first. Then, after it can be used as a conversational tool, turn to the more intricate patterns of grammar, which will then be relatively easy to learn."

Junior Town Hall Meeting is another program which originated locally because of the city's growth. Last winter

when KSDJ, a Columbia Broadcasting System affiliate, took to the air for the first time, studio officials began to look about for worthwhile public service programs. One of these it wished to develop was the *Junior Town Hall Meeting*.

Begun last January, the series ran for eighteen weeks with city schools carrying twelve programs and county schools six. Details were worked out by a committee representing both school systems, with Mr. Wahrenbrock attending to production for the city and Jane Monteverde, audio-visual aids consultant, for the county.

As moderator, the committee chose Peter Samsom, minister of the First Unitarian Church, who directed the actual broadcasts. Subject matter, ranging from discussions on youthful marriages to statehood for Alaska, was ironed out beforehand in public speaking and social studies classes, and students selected for the actual broadcasts had the benefit of their classmates' and teachers' opinions.

Each Junior Town Meeting had four participants in addition to Moderator Samsom, two students taking the affirmative view and two, the negative, on each question. Prepared talks were used during the first fifteen minutes of each broadcast, and the balance of the program either thrown open to the studio audience for questions or discussion "round table" style by the participants.

Present plans provide for continuing the series during the school year.

Quizdown ended a successful 26-week run last April with the distinction of filling a downtown theater with youngsters every Saturday morning for all broadcasts.

The program was based on Mrs. Carol Moody's well-known copyrighted feature on the air simultaneously in many large cities. It was carried in San Diego by KGB, Mutual outlet.

In San Diego, the program was sponsored by the Union and Tribune-Sun Publishing Company, publishers of two daily city newspapers. Weekly, the two papers carried publicity which included photographs of contestants before the broadcast and photos of winners afterward.

Through an arrangement with the publishers of *Compton's Encyclopedia*, a set of the reference books was awarded each winner, who in turn presented it to his school.

Questions used on the program were submitted by all fourth, fifth, and sixth graders in the city and were carefully screened by Mr. Wahrenbrock and a committee of principals. Thousands of questions, attesting to the program's popularity, were sent in.

Contestants were chosen by the pupils themselves in contests and elections held in the individual schools. A KGB staff announcer, Jerry Lee Pecht, carried each program through as *ad lib* quizmaster.

Last February representatives of San Diego city schools, county schools and San Diego State College, who were members of the local Council on Teacher Recruitment, decided to use radio as a medium of promotion.

A radio committee was formed and a series of eight panels, named *An Apple for the Teacher*, was launched late in March. Included were panel discussions on teaching problems, curriculum, opportunities in the teaching profession, and comparison between German and American teaching methods by teachers, administrators, and students from all three school systems.

To give some variation to the series, the final five programs were musical presentations by city schools choral groups with a teacher recruitment message inserted in the middle, much in the manner of a "plug" on a commercial program.

The "Apple" series, as it has come to be known, was introduced by a transcribed "format" in which a senior high girls' sextet sang the popular tune, *An Apple for the Teacher*. The programs will continue as a musical series.

The *Sunday Night Concert Series* began with a broadcast by the Hoover high school a cappella choir on April 27, heralding the opening of California Public Schools Week.

Instead of making the program a one-night program, Station KFSD, NBC outlet, requested that the city and county schools fill the desirable 6:30 p.m. spot every week to the closing of the school year. Subsequently, county schools provided three of these weekly programs, and city schools four more, in addition to the opening concert.

One of the unusual programs of the year was *Poetry for You*, which so captured the fancy of Francis Ide, manager of KGB, over whose station it was broadcast, that he asked school

officials to plan on making it a regular feature for his station.

Poetry for You was a 15-minute recital of student-created poetry against a background of organ music. Poems presented were the creations of pupils from the first through twelfth grades. Narrators were Mrs. Elizabeth Dresser, English teacher of Memorial junior high school, and Judson Bradshaw,

radio arts instructor at San Diego junior college, who also directed the junior college special shows.

Reaction to *Poetry for You* was so marked that KGB scheduled it again three weeks after the original broadcast. The second broadcast was a transcription, and after the platter was used on the air, it was circulated among various schools as incentive classwork.

In summing up the radio work carried out by San Diego city schools, Mr. Lyons says, "In addition to the educational value to students of all ages and incentive value to student participants, all of the broadcasts form a consistent and wholesome public relations program for our schools."—FLORA BAER, editorial assistant, San Diego, California, city schools.

Broadcasting for Britain's Younger Generation

IN 1938 THE BRITISH BROADCASTING CORPORATION launched an ambitious project, which has achieved admirable results in the form of broadcasts for adolescents. Youth movements had already begun to develop rapidly and young people were beginning to clamor for a program which reflected their particular views and interests. Mary Somerville, formerly director of school broadcasting, took a keen personal interest in the new venture and half an hour weekly was devoted to the experimental program.

Consultations with young enthusiasts quickly revealed that they did not want talks; they wished to come to the microphone themselves. An "Under Twenty Club" was established which undertook a series of discussions on a wide variety of subjects, such as Educational Opportunity, The Law and Its Relation to Young People, Parents and How to Live with Them, and so forth. The eagerness and spontaneity of the young people participating in these discussions created a welcome freshness for the listener and soon this idea branched off into many further channels. Letters and reports showed that most success was achieved where students could speak from their own personal experience; therefore, a subject such as Educational Opportunity was attacked with far more zeal than a topic like China, where discussion tended to become too abstract and vague, and, in consequence, interest flagged.

A program which became highly popular, particularly with adults, was a dramatized broadcast known as *At the Armstrongs*. This gave a life-like picture of the many trials and tribulations of an argumentative family, whose problems were selected after due discussion with representative young people mainly of the ex-elementary school type. Some young groups criticized the program as "phoney" "because fami-

lies did not talk things out like that," but on the whole it was successful, for it clearly demonstrated the strong influence of education in family life.

Local educational authorities were by this time appointing youth organizers who found the microphone an excellent starting-point for their discussion groups. Experts were introduced and questioned over the air, but occasionally they were inclined to dominate the programs so that the young people were left with too little to contribute. Beginning with such subjects as First Jobs, Apprenticeship, Responsibility for Health and Welfare, etc., the series went on to deal with progressive plans for improving conditions of daily life, with particular regard to the ways in which young people might be better served, and might, in turn, best serve the community themselves.

Discussions revealed that problems directly related to adolescence could usefully be raised. Young ideologists were brought to the "mike" and allowed to express their views—however extreme—and to argue with each other on such topics as One Living Room Only, Scrounging and Stealing, When Should We Be Treated As Grown Up? Older listeners by no means agreed always with the views expressed, but the majority were certainly stimulated. *To Start You Talking*, as this program was named in 1944, has continued more or less in this form for two and a half years and has maintained its popularity throughout. Young people have been invited from all over Britain to take part, for listeners like to hear voices from their own part of the country and to be able to identify speakers from their accents.

Selections of speakers is made through contacts between BBC officers and youth clubs, listening groups, etc., and this had led to the accumulation

of a long list of eloquent youngsters whose background, experience, and interest in various subjects have been investigated. A verbatim report is taken of a discussion that probably lasted two hours. This material is then cut down to an amount suitable for a twenty minute broadcast, at the same time retaining the ideas expressed by the young people and where possible the actual words. Of the dozen original speakers, only four or five are selected to take part in the actual broadcast and they are asked to check the scripts so that no one need make any statement with which he or she does not agree. The broadcast is then brought to life through rehearsal until the team finally goes on the air with the appearance of speaking spontaneously, while giving coherent and free expression of ideas.

In 1946 a new series *Taking It Further* developed from the former. The same tactics are used as those in *To Start You Talking*, except that here an expert is also present at the preliminary discussion in order to help obtain a deeper insight into the topic under review. In some cases the problem is introduced in the form of a dramatic sketch which the young audience then discusses with the expert. The subjects cover political and social problems such as conscription, careers and chances of employment, and topics of general interest such as Swing and Classical Music.

But the BBC has not merely confined its youth broadcasts to discussion series. In 1943, as a result of many approaches from young people, a program known as *Youth Magazine* was introduced. It dealt with music, drama [including performances by the young people themselves], reviews of films, plays and books; news commentaries, brains trusts, and above all reports of youth activities throughout the country.

Another interesting aspect was the

"Home Listening Club" experiment, the aim of which was "to encourage young people, chiefly those who have recently left school and who live in rural parts where youth activities are few, to have a livelier appreciation of broadcast programs through home listening." A list of broadcasts was prepared weekly and sent to young people living in scattered farmsteads and cottages. The items were marked by them and returned, sometimes with com-

ments. This led to an interesting correspondence which revealed differences in taste and how this taste in listening could be developed to advantage.

A great deal of attention is given to reports on the various programs from listening groups all over Britain. Criticism of what has been done, and suggestions for further broadcasts are welcomed. Adults all too frequently ask for what is "good for the young," but appreciating the maxim "you may

lead a horse to the water but you cannot make him drink," free comment from young listeners is definitely encouraged and most highly valued.

The radio is steadily proving its worth as one of the most far-reaching mediums of education, and, with sufficient perseverance, these BBC youth broadcasts should more than compensate for the time devoted to them.—PAMELA KAY, British Broadcasting Corporation.

Discussion Stimulates Thinking

BEFORE WE GO INTO THE SUBJECT of designing specific programs for teen-age groups we must not lose sight of the fact that no radio fans in this country have a greater selectivity of listening than that very group. In music there are classical and jazz, of "who-done-its" there certainly is no dearth. There are drama and comedy, romance and adventure, news and forums. Except for the relatively few children's programs, which bore the teen-age "to extinction" as some teenagers told me, they can turn their dials clear across the board at any time of the day or evening and find radio fare to their liking. Perhaps the problem [if there is a problem] may not be the need of gearing specific programs for the teen-age but in lifting the level of many existing programs so that they will give the young people more than a momentary passing entertainment, but will serve also as a creative force and a means of cultural development.

However, this does not exclude programs designed specifically for the young people. There are many avenues that have not been touched nor explored. A greater emphasis on literature, music and art appreciation courses, economics, technical and scientific subjects can be presented in simple direct terms. But, a program aimed directly at the teen-agers will best succeed if there is participation by the young people themselves. By that I do not refer to the "give-away" participation programs which seem to be a vogue at the moment. Heaven forbid! No—the young people want a platform. They want to be heard.

Have you seen wind blow across a wheat field? There is a graceful undulation in one direction. A wind seems to have blown across the country—all in one direction—Youth Forums. And

it's no ill wind in spite of the older critics who still believe that "youngsters should be seen but not heard." That slogan belongs in a past era. Because I have been working very closely with young people, under and teen-age as well, I will try to share with you some of my experiences and my firm belief that young people who have clear and well-formulated opinions on today's world issues are likely to emerge as the leaders of tomorrow. There is no better method of helping young people clarify their thinking than through discussion.

Each Saturday morning over station WQXR in New York the announcer opens The New York Times Youth Forums with the following:

What are young people thinking as they see history in the making?

How much do they recognize their responsibility in the post-war world?

How are they preparing themselves to preserve democracy and the peace?

Well, what are they thinking? How much? How?

The young people speak their minds—extemporaneously with the clear shining hope of youth that they will be heard and, more, that they will be listened to. What do they discuss? Their common interest in current events. They argue the pros and cons of such subjects as "Democracy—Can It Survive?", "The Influence of Press and Radio," "Shaping the Peace," "Will the United Nations Survive?", "What Makes Delinquents?", "How Can Russia and America Be Friends?", "Has the War Lessened Racial and Religious Prejudices?" "Who Should Control the Atom Bomb?" Can they discuss these questions intelligently? One young girl said, "The trouble is that most grown-ups in America think we are just kids and don't know anything. They think that all we want is a good

time. Of course everybody wants a good time. Grown-ups do too, but it's about time that adults stopped treating us as irresponsible adolescents and realized that we can make worthwhile contributions to society."

The young people want, passionately, to be taken seriously. And they should, they should be taken seriously. Can youth be permitted to hear about the utter obliteration of the world and at the same time be denied the right to think and talk about peace? Are the young people in this country less capable of facing world problems because they have been spared the carnage and slaughter witnessed by their contemporaries in war-torn countries? Are our young people less fitted to think because they have not smelt the fetid breath of death? America's youth have been spared watching the annihilation of cities, must they then be denied the right to learn and think and talk about the why of these things? Boys and girls of Europe and Asia were taught to snipe while watching their younger brothers and sisters wasting away, their bellies swollen for lack of food. If those young people are not talking, are they not thinking the why and the reason for it all?

No, we cannot keep our youth in a vacuum on world affairs. They want to talk and discuss and think. So, let them do it. But let them do it carefully, thoughtfully, preparedly, and under guidance. First of all they must never feel that they are being called upon to give the solutions to the world's problems, although let me assure you, that they often get down to basic fundamentals with a wisdom far beyond their years. Forum discussions should be an incentive for probing into a given topic, for exchange of ideas with their own age group and furthermore

for an ever increasing stimulus for thinking. Radio can act as an agency to reach out to a large audience that will share the experience of interchange of ideas, and more and more young people will be inspired to talk and think about matters that concern them profoundly. A topic may sound like a serious world issue far beyond the comprehension of the young people, but somehow the boys and girls translate it into terms that are almost experiential because they realize that world problems are their future. They relate world citizenship with responsibility in their own community. There should be greater emphasis on American history, they say, so that youth will learn how our country was built and understand how much democracy depends on the people—on the citizens who compose society.

In discussing juvenile delinquency, I found that the young people are up in arms against the *cliché* of "juvenile delinquency." They bitterly repudiate the wholesale indictment and the sensational and sentimentalized exploitation of the problem. Their attitude is neither purely defensive nor defiant. It is rather, knowledgeable and reasonable, and it is unanimous and definite in its indignation against the flagrant headlines and sordid publicity. They desire to cover up neither the problem nor the evil where it exists. They discard most censorious criticisms and nostrums. They offer alternatives which, they are convinced, attack the whole business of youth at its root rather than merely palliating surface symptoms, which are easily exaggerated to disproportion, especially in the semi-hysterical atmosphere of the aftermath of a global war.

"Most adults in trying to solve juvenile delinquency place the main emphasis on recreation," one lad exclaimed. "In many communities throughout the

country they are forming or at least trying to establish, recreation centers and places where young people can meet together, have a good time, dance, and talk. That's all right and it certainly is much better to know where the young people are, but recreation isn't the answer to the problem. A much more important solution and one which all youth will welcome is the opportunity to do things. Give them responsible work to do. Make them self-respecting. I know. There are gangs in my neighborhood. Incidentally it might be a good idea to clean up the neighborhood a bit, it stinks."

A young lady on the same panel attending a very select private school decries divorce, separation of parents, children feeling insecure, lacking love and affection. She speaks of education, of social attitudes, recognition of morals. These opinions are not localized. There is general agreement that criminals are not born but made. A child might have latent criminal tendencies, our young folks said, but proper education and opportunities to develop along constructive lines could prevent their growth or, indeed, eradicate them entirely. It's up to the schools and the church as well as the home, to detect these tendencies and protect the child, particularly if he lives in a home where parents are dissolute or criminal, they pointed out.

The critics of youth forums protest that the young people reflect what they hear from their elders. That may be true, but can anyone deny that through discussion with their companions they are forced to think things through?

They discuss racial and religious prejudices with a clarity and understanding that would shame many an adult. Quite indignantly one lad said, "It's perfectly natural for a fellow to give another fellow a kick in the shins

because he may be displeased with the other chap for some reason or other, but to attack someone of a different race or religion and beat him up just because he belongs to another racial or religious group is not a natural instinct." All the young people iterate and insist that they themselves have no prejudices of any kind, that every instance of prejudice was due to adult influence, either at home or in the school. And today the thing is terribly important, they feel, because race prejudice is an issue of the war, an instrument of fascist policy that may well vitiate our democracy.

"We're either pooh-poohed or patronized when we express what adults call 'our ideas,'" a girl lamented. "We're people—grown-ups don't seem to realize that. And we'll be the men and women of the future. How are we to be expected to be capable citizens of the new world and tackle the problems of winning and keeping the peace if the only thought about us now is to provide us with adequate, supervised recreation?"

As I said previously, their attitude is not defiant. It is, rather, knowledgeable and reasonable, and it is unanimous. As expressed by one young teen-ager, "We can have faith and trust in democracy if we take an active part in it and learn to live it."

Surely when you bring together a cross section of young people, when you encourage a flow of ideas between young people of varying backgrounds, and stimulate them into thinking about the world and humanity you are planting seeds of democracy.

So—let us give our young people their platform and via radio scatter the seeds as far as possible. Who knows where they will take root.—DOROTHY GORDON, moderator, The New York Times Youth Forums.

Supplementary Educational Materials for Radio Music *

ACESSORY PRINTED MATERIALS have been used much in connection with educational radio programs for both general and specific use. In most cases these supplementary materials have substantiated creditably their claims for importance and have followed a well-defined need for exist-

ence found in the following justifications: the producer of the radio program must insure a significant listening audience; the consumer should be informed of what is on the air previous to broadcast time in order to achieve a more effective educational experience; the teacher must have some kind of guide to prepare pupils adequately for the listening experience both before and afterward.

In the field of music this need for supplementary materials becomes intensified in certain instances, due to the types of learning procedures involved in music.

A study made by the writer, of materials accruing from music programs, involved contacts with leading radio organizations and networks, local stations sponsoring schools of the air or significant musical programs, local and

*An abridgement of a thesis of the same title, written for a Master of Music in Music Education, June, 1947.

state school systems, universities and colleges owning stations or producing music programs, and various individuals in the radio field. Approximately 250 such contacts were made, and 107 questionnaires concerning various printed aids were received. Special emphasis on obtaining a complete sampling of school manuals, handbooks, and supplementary sheets was made. Findings from this study may be summarized briefly as follows:

Around 500,000 sets of varying types of printed supplementary materials for music programs were reported as being circulated periodically. Over 54,000 schools used such materials and the total cost indicated in cases where it was possible to separate the figure from more general expenditures, was over \$32,000. At least a twenty per cent increase in use of such materials over the previous year is surmised from a combination of concrete tabulations given [an increase of twelve per cent], plus less specific indications depicting a significant rise in distribution. A large percentage of the types of materials concerned, almost half, was first circulated at some time within the last five years.

Descriptive leaflets and informative brochures are used in conjunction with school, civic, and commercial organizations to advertise both new and established series.

Stations and networks send out schedules, the circulation varying from 35,000 sent by NBC to 1,200 from KMOX [Saint Louis] and 40,000 from WQXR [New York]. University stations reported a circulation of 109,000 schedules and bulletins. Most of the preceding were directed primarily toward adult listeners. Some school systems also distribute schedules and bulletins.

Specific aids, such as handbooks, manuals, and supplementary sheets, were accorded a circulation of 155,135. A twenty-five per cent increase over last year's circulation figures and a tabulation showing that half of these were first circulated within the last two years point to a definite growing interest in this field.

Most sources indicated that the manuals were essential or very valuable. Typical comments were the following: "Informs the teacher," "Helps in correlating the schoolwork," "Especially valuable to schools without music," "Aids in preparing the class and pro-

vides a complete outline and reference material otherwise not available," and "Of inestimable value."

Such specific materials found to be particularly well organized and attractive, representing various types of procedure, were from the following sources: *NBC University of the Air* [*The Story of Music*], *CBS American School of the Air* [*Gateways to Music*], and *The Standard School Broadcast* [San Francisco]; Schools of the Air of: Rochester, New York [city schools], Wisconsin [University of], KOAC [Corvallis, Oregon], Texas [state system, Dallas], and Rich's Department Store [Atlanta, Georgia]; *WIP Exploring Music with Mary Van Doren* and *WFIL Studio Schoolhouse* in Philadelphia; *KDKA Music and Literature* in Pittsburgh; *Music Time*, KMBC in Kansas City; *They Stride the Land*, WAAT in Newark; and the two Junior League programs in Salt Lake City [*Up and Down the Scales*] and Charleston, West Virginia [*Musical Pictures*]; *Making Music on the Air* from Louisville, Kentucky [public schools], *Adventures in Music* of Michigan State College, and two music broadcasts of Purdue University.

Materials outlined above are useful from the consumer standpoint only if teachers, groups, and individuals of the community are aware of the sources from which these may be obtained and if they take the trouble to contact the proper sources. Networks, local stations, commercial or civic groups sponsoring programs, newspapers, and magazines, all provide information that may be obtained and used.

Much time and effort may be saved

if groups are formed to outline listening schedules for distribution, both for school and adult use. Major progress along this particular line has been made recently by the many radio councils throughout the country, several of which were formed principally to compile information concerning worthwhile radio programs and to make this information available for distribution throughout school and community. Two such efforts worthy of high praise are the Bulletins sent out by the Massachusetts State Department of Education, a project recently merged with the New England Committee on Radio in Education, and the extremely worthwhile developments of the Rocky Mountain Radio Council. Many smaller local organizations have been formed throughout the country, dealing with more localized community projects of like nature.

The trend today is undeniably toward an increased emphasis on the use of supplementary educational materials for radio music. The use of frequency modulation and facsimile broadcasting opens even more extensive possibilities for correlation along this line. It is not only expedient but also necessary for each individual or group engaged in improvement of radio educational standards to make use of materials prepared especially for radio listeners, and to systematically obtain and compare these materials in order to plan for the building of better listening habits or to aid in the projection of new programs of cultural worth in music.—ELIZABETH SCHREPEL, Eastman School of Music, University of Rochester.

Events in Review

News About Petrillo

Petrillo lost out in his Supreme Court appeal over the constitutionality of the Lea Act. Before adjournment in June the Court ruled by a 5-3 decision that the Act was constitutional and thereby upset the previous ruling of unconstitutionality made by a Chicago federal court. The Lea Act is the one the Congress passed to curb Petrillo by making it illegal, among other things, for him to interfere with foreign programs or any type of non-commercial, educational, or cultural program.

As a result of the Supreme Court's decision, stand-by musicians do not

have to be employed by radio stations during the time when transcribed programs are being broadcast.

Early in August Petrillo made the headlines again when film representatives told a Congressional investigating committee that Petrillo was retarding the development of television by insisting that motion picture executives agree not to provide music sound tracks to the television industry.

Seventeenth Radio Institute

The Seventeenth Institute for Education by Radio, which met in Columbus, Ohio, May 2-5, reached an all-time

high in attendance with a total of 1,238 registrants. It also surpassed all previous Institutes in the level of its programs and discussions.

Meeting as it does after the last issue of the *AER Journal* for the school year has appeared, no opportunity arises to report the several sessions until the issue of the following September. But reports did appear concurrently in the newspapers, and subsequently in numerous magazines. Later in the fall the annual volume of proceedings, *Education on the Air, 1947*, should be available. No attempt will be made, therefore, in this publication to report the meetings in detail.

Dr. I. Keith Tyler, Institute director, has made available an alphabetical list of all 1947 Institute registrants. The 1,238-figure noted above constitutes a gain of 88 over 1946. Forty states and the District of Columbia, together with 6 foreign countries were represented. A tabulation by organizations represented reveals the following:

Advertising agencies	18
Colleges and universities	174
Commercial organizations	29
Commercial stations	172
Educational stations	60
Foreign governments and services.....	21
Government agencies, federal and state	64
Local and regional organizations.....	79
National organizations	52
National networks	21
Newspapers, news services, and magazines	39
Public school systems	80
Students	220
Miscellaneous	59
EFLA joint registrants	150

TOTAL REGISTRANTS1,238

A study of the above table reveals the strength of the Columbus Institute and the gains which have been made since 1946. States represented increased from 36 to 40; foreign representatives from 16 to 21; government agencies from 52 to 64. At the same time one of the principal elements which makes the Institute outstanding—the balance between education, the radio industry, organizations, and government agencies—has been well preserved.

New Officers

The new 1947-48 officers of the AER were chosen too late for their names to appear in the May issue. By now, no doubt, the majority of the membership is aware that the new national president is Dr. William B. Levenson whose work as director of Station WBOE, Board of Education, Cleveland, Ohio, has been

outstanding. The two new vice-presidents are Dr. Franklin Dunham, chief of radio, U. S. Office of Education, and Thomas H. Rishworth, director of radio, University of Texas. Re-elected were Gertrude G. Broderick, secretary, and George Jennings, treasurer.

Two new regional presidents were also elected: Para Lee Brock, Southeastern Region, director of education, Station WATL, Atlanta; and Sherman P. Lawton, Southwestern Region, coordinator of radio, University of Oklahoma. Since the election, Mrs. Mary Elizabeth Gilmore has resigned and the Executive Committee appointed James Morris, director, Station KOAC, Corvallis, Oregon, as regional president, Pacific Northwest.

NBC Religious Fellowships

Six fellowships, given cooperatively by the National Broadcasting Company and the Joint Religious Radio Committee, were awarded for the fourth consecutive summer in 1947. Appointees were privileged to study at any one of the three NBC summer radio institutes at Chicago, Los Angeles, or San Francisco.

Winners of the fellowships for the past summer were: the Reverend Robert G. Sulanke, Disciples of Christ, chairman, Radio Committee, Council of Churches and Christian Education of Maryland-Delaware; the Reverend Walter J. Knutson, Lutheran, chairman, Radio Commission, Portland, Oregon, Council of Churches; the Reverend Robert A. Anderson, Methodist, radio chairman, Steubenville, Ohio, Ministerial Association; the Reverend James D. Carter, Presbyterian, radio chairman, Greensboro, North Carolina, Ministerial Association; the Reverend William D. McInnis, Presbyterian, radio chairman, Vance County, North Carolina, Ministerial Association; and the Reverend William H. Hastings, Congregationalist minister of the Union Church, San Juan, Puerto Rico.

NUEA Radio Committee

The Committee on Radio of the National University Extension Association prepared and presented a five-page mimeographed report for the NUEA meeting during the past summer. Sections were devoted to "Frequency Modulation and Television," "National Association of Educational Broadcasters," "Association for Edu-

cation by Radio," "Federal Radio Education Committee," and "Trends in Educational Radio."

The committee report concluded with five specific recommendations: [1] the continued development and use of broadcasting facilities in member institutions; [2] the encouragement of educational agencies to make application for FM frequencies now set aside for education; [3] the promotion of research in radio by member institutions; [4] the utilization of Extension Divisions as the center of radio activities for member institutions; and [5] the continuation of a Radio Committee for next year.

The report was signed by the following committee members: Waldo Abbot, University of Michigan; L. H. Adolfsen, University of Wisconsin; James E. Arnold, University of Tennessee; Kenneth G. Bartlett, Syracuse University; A. Chapman, University of Texas; Glenn Jones, State College of Washington; A. L. Knoblauch, University of Connecticut; and Bruce E. Mahan, State University of Iowa, *Chairman*.

Television in West Hartford

A geographical location ninety miles away from the nearest television transmitter is not an ideal spot in which to experiment with television reception. A talented radio engineer in a neighboring town even further away had been having such unusual success that we were inspired to find out if telecasts could be picked up in our school area. The only way to find out was to try and see. Arrangements were agreed upon and a test installation planned for mid-January.

As a result, the first television reception in a New England school system was achieved January 16 and 17 in the auditorium of the Alfred Plant junior high school, West Hartford, Connecticut. Dr. Lloyd H. Bugbee, superintendent of schools, remarked to the audience during the first evening's demonstration that approximately twenty-three years before on the same stage a similar public demonstration had been made with an electrical gadget called a radio.

Preparations required two truckloads of equipment delivered to the school. Included were several types of antenna, table and floor model television receiving sets, and special amplifiers and wire cable. The antennae were

hauled up to the roof by hand and oriented to bring in the strongest signal.

Our evening's program began at 7:15 with two motion picture films, one on frequency modulation and the other on television. These films gave the audience considerable background and prepared them for the actual demonstration which was to come later. Following the films, Alfred C. Denson of Rockville, television engineer in charge, gave a short talk during which he displayed various sizes of television tubes starting with the twelve inch, working down to the one inch, and concluding with an explanation of the preparations necessary in making a television test.

Our audience included groups of educators from neighboring school systems, teachers, students, PTA and board members from our own school system. Admission was by ticket; and advance reservations were required to keep the size of the audience to what we felt was a desirable maximum of 125 persons for each evening's program.

At 8:00 o'clock, the stepped-up, pre-war television receiver was turned on. As the screen flickered and came to life, it provided a real thrill to those in the audience who had never before observed a television screen.

Our reception on the first night was hardly more than 50 per cent effective, hampered as we were by a heavy blanket of fog which eventually lifted and cleared. Electrical interference caused sporadic distortion of the screen image and, of course, because we were operating at three times the normal distance we experienced frequent fading. There was enough activity on the screen, however, to give the audience a taste of television. As the evening wore on, some of our audience wore out and left, but those that stayed saw reception improve considerably after 9 o'clock.

Throughout the evening the audience was given a chance to ask questions and it was at this point that our school students revealed themselves as widely read even on the technical aspects of television. Some of the questions had the electronic engineer guessing!

On the second night, we enjoyed more success, particularly from 10:00 o'clock to 10:30 during which time a boxing match originating in Madison Square Garden came in so clearly that actions of fighters and referee were visible in great detail. It was here that

I made an interesting discovery. We started by listening to the television announcer, but his remarks were slow, casual, and he seemed to be depending on the fact that his audience could see the action and didn't need a rapid flow of words. So we tried the stunt of tuning in the standard radio announcer and listening to him while watching the boxers on the television screen. Immediately the fight became twice as interesting as it had been while listening to the brief and slow comments of the television announcer. Even though the standard radio announcer was slightly behind the visible action, it helped to have his verbal description and stimulating build-up. This reveals that most of us have had our ears conditioned, for more than two decades, to a barrage of bombarding words—words chosen to create a visual picture. Thus action programs on television seem tame without this verbal background.

Another interesting observation was that it was a mistake to place observers too close to the screen. The picture improved in clarity six feet away and action was discernable even from the back of the auditorium some forty-five feet away. We had the chairs limited to twelve rows in depth and ten to fifteen seats wide fanning out from front to rear.

We feel that we accomplished most of our objectives, which were principally concerned with bringing our community and school people up to date with specific information about televi-

sion, its background, how its transmission is accomplished, and the electronic techniques and equipment it requires. We tried to reduce the mystery surrounding the marvelous magic by which television adds eyes to our radio ears.

It had not been our primary purpose to convince people that we should immediately equip West Hartford schools with television sets. We realized in advance that this would not be practical until a television transmitting station is built within less than fifty miles of Hartford, and, furthermore, that television for schools will depend upon the development of daily televised programs not now available. We hope we proved that television is here to stay and a possibility to be seriously considered with which to enrich and expand the visualization of our school curriculum in the near future.

I like to let my imagination toy with the idea that the time is coming when schools will have a central television receiving set much the same as they now have central radio systems. Each classroom will then have in addition to its loudspeaker, a video screen on which will appear a parade of persons and places contributing to current history; and then there is a likely possibility of attaining through television an audiovisual ideal—simultaneous use of classroom films in the classroom where they belong.—RICHARD W. MORTON, audiovisual director, West Hartford [Connecticut] School Department.

Broadcasts for Schools

CBS 1947-48 School of the Air

The 1947-48 CBS American School of the Air will open with the broadcast of October 6. There will be five series of 30 programs each as in 1946-47, and the presentations will again be from 5:00 to 5:30 p.m., EST, Monday through Friday.

Liberty Road, a new dramatic program examining basic human rights and responsibilities as understood and practiced in different parts of the world, will take its place on the Monday series instead of last season's *World Neighbors*.

Gateways to Music will again be presented as the Tuesday series. This year the series will constitute a musical "tour" of the world, with the CBS Con-

cert Orchestra playing indigenous music. Soloists closely associated with the musical culture of various regions or countries will be guest artists from time to time.

The March of Science, a series which remains perennially in the high esteem of listeners will continue on Wednesdays. Emphasis this year will be on social applications and benefits rather than on discoveries and technical advances.

Tales of Adventure will again be the Thursday offering. Dramatizations of thirty recent and classical books will be presented. The dominant theme will be racial, religious, and social tolerance.

Opinion Please, which was instituted last season, will be offered again but with a slight change in format. This

year, instead of having two speakers present the problem, the first half of the program will be devoted to a dramatic sketch, providing background for a current social or economic problem each week. The second half of the program will be a forum participated in by college or high school students, with local discussion groups sponsored by 56 stations.

All School of the Air programs are under the supervision of Robert B. Hudson, director, CBS Education Division. The assistant director, Leon Levine, is the producer. CBS expects to distribute half a million manuals or guides to the programs to schools, colleges, and other interested listeners.

Philadelphia

The public, private, and parochial schools of Philadelphia and vicinity will have available a daily program for classroom utilization beginning October 6. They are presented by Station WIP and will be heard Monday through Friday from 9:45 to 10:00 a.m.

The five series, beginning with Monday and running consecutively through each week are: *A Trip to the Zoo*, *Exploring Music*, *Lest We Forget*, *Fun with Rhythm*, and *Student Press Conference*.

Excellent manuals for the use of teachers will again be available as in previous years.

Chicago

Station WBEZ, FM outlet of the Chicago Board of Education, presented a total of 408.5 hours of educational programs during the second semester, 1947. During the same period the Chicago Radio Council prepared and presented educational and public relations programs over four commercial stations in the Chicago area. Hours of program time used on these stations was as follows: WBBM, 4.75; WLS, 4.00; WIND, 23.75; and WJJD, 19.50.

George Jennings, Council director, also reports that approximately 1,500 students, teachers, community leaders, and other visitors participated in the programs.

CBS Air School Rebroadcast

Nine outstanding productions originally heard on the CBS School of the Air are being rebroadcast on Tuesday evenings from 10:30-11:00 p.m., EDT. Title of the series is *Return Engagement*, the first broadcast, "Mr. Cortez," having been presented August 5 and

the last being scheduled for September 30.

The presentation of *Return Engagement* permits night-time listeners to share the entertainment opportunities *School of the Air* affords to late-afternoon listeners the rest of the year. It also serves to demonstrate how educational programs may take effective dramatic form.

Oakmont School's P. A.

April, 1947, marked the end of the fifteenth school year of regular broadcasts by Station "WOAK." "WOAK" is located in the Oakmont school of the Haverford, Pa., Township schools. In 1932 a public address system was installed, with loud speakers in all of the classrooms, and microphone outlets in the office and in the auditorium. In April the school started daily broadcasts of the opening exercises, and these programs have gone on the air at 9:00 a.m. daily, except Thursday, ever since.

A staff of boys and girls from the fifth and sixth grades does the announcing and a great deal of the preparation for the programs. The programs regularly open with the singing of a hymn followed by Bible reading, the Lord's Prayer and Flag Salute, led by one of the children, the boys and girls in the rooms taking part. Regular features of the broadcast are weather reports, school news, news of the world, sports, and the like. There are always guest performers from one or more of the classes. The Principal participates to the extent of making announcements and talking about various school problems as they arise.

Teachers, pupils, and parents of the Oakmont school are sure that "WOAK" is one of the most valuable parts of the educational program at Oakmont school.

Pittsburgh Primary Broadcasts

Let's Tell a Story and *Stories of Nature* are two series of programs

broadcast each week through the school year for primary children by Station WCAE, Pittsburgh. The programs are the result of a cooperative venture between the Pittsburgh public schools and the Children's Department, Carnegie Library of Pittsburgh. These programs have a twofold objective in that they provide interesting stories for the children of the primary grades during school hours and at the same time offer opportunities for active participation in their production. Each program is recorded in the primary classroom of one of the public schools, and the children take part in the production through group singing and in composing original music to accompany the stories. Individual pupils are called upon to sing and to make some of the announcements.

Plans for each of the two series of programs are made by a small committee of teachers, supervisors, and librarians. The committee selects the stories, suggests music procedure, and chooses the schools in which each program is to be recorded.

The schools in which the recordings are to be made are notified several weeks in advance. Usually the children help to select appropriate songs and quite frequently compose original music with the result that the story and songs represent a highly integrated radio presentation.

On the morning of the broadcast a wire recording of the program is made in the classroom. The children watch with great anticipation as the radio technicians prepare the recording equipment. Parents greatly enjoy visiting the school when the primary programs are being recorded. After they have observed the production, many of the parents become regular listeners to the program.—A. J. MILLER, assistant director, Division of Curriculum Development, Board of Public Education, Pittsburgh, Pennsylvania.

Local Association Activities

Roster of Officers

AER members often wish to contact local AER groups so as to exchange ideas and information. In order to facilitate such exchange the *AER Journal* begins with this issue the presentation of the roster of officers of all local AER groups which provide necessary data.

Cleveland, Ohio—J. R. Cunningham, 15806 Hazel Rd., *president*; Marjorie L. Harm, Station WHK, Terminal Tower, *vice-president*; Florence Potter, 2030 E. 86th St., *secretary*; Samuel Davies, 19343 Telbir Av., *treasurer*; Leah Geschwind, 3606 Grosvenor Rd., *membership chairman*; Ella

Hartman, 1968 E. 83rd St., *corresponding secretary*.

Detroit, Michigan—B. Earl Sloan, Western H. S., *president*; Cyretta Morford, Bedford H. S., *vice-president*; Barbara MacFarland, Station CKLW, *secretary*; Edna Mackles, Monnier School, *treasurer*.

Indianapolis, Indiana—Dr. Harry J. Skornia, Indiana University, Bloomington, *president*; Mary Jo Woods, St. Regis Apt., *vice-president*; Ressie Fix, 977 W. Drive, Woodruff Pl., *secretary*; Lucile K. Heizer, 4530 Marcy Lane, No. 22, *treasurer*; Blanche Young, 410 N. Meridian, *membership chairman*.

Klamath Falls, Oregon—Joe La-Clair, 736 Upham St., *president*; Martha McLaughlin, 331 N. 9th St., *vice-president*; Chuck Woodhouse, 337 Haskins Av., *secretary-treasurer*.

Philadelphia, Pennsylvania—Robert Brown, 204 Kathmere Rd., Brookline, Del. Co., *president*; Sam Serota, Station WIP, *vice-president*; Ruth Whitehead, 6451 Broad St., *recording secretary*; Royal Bright, 5346 N. 15th St., *corresponding secretary*; Michael Goll, 7222 Sprague St., *treasurer*; Charlotte Fleischmann, Fell School, *membership chairman*.

Greater St. Louis, Missouri—Mrs.

Clare Cari-Cari, Gardner Advertising Co., *president*; Corinne Wall, 6244 Pershing, *vice-president*; Catherine Fleming, Speech Dept., St. Louis University, *secretary*; Josephine C. Heuer, 8444 Edna, *treasurer*.

Washington, D. C.—Hazel Kenyon Markel, 2500 Q St., N. W., *president*; Dr. Belmont Farley, 5308 Kansas Ave., N. W., *vice-president*; Gertrude Howard, 2651 Woodley Rd., N. W., *secretary*; Stanley Field, 317 N. Quincy, Arlington, Va., *treasurer*; Hazel Markel, *membership chairman*.

Washington, D. C.

Kenneth Frye, chief, International Broadcasting, U. S. State Department, discussed the national project of broadcasting to Russia, Greece, and other countries of the world at the last meeting for the 1946-47 year of the Washington, D. C., AER. The meeting which was held in the Radio Studios, Department of the Interior, on the evening of May 15, drew an attendance of more than 250.

An added feature of the meeting was a demonstration of the utilization of a radio program for classroom use by Charlotte Wischhusen and pupils of the Whittier school.

founded in May, 1935, by George V. Denny, Jr., president of Town Hall, New York.

Town Meeting, which is now on tour, is heard at 8:30 p.m., EDT; 7:30 p.m., CDT; and 8:30 p.m., in both the Mountain and Pacific areas. Programs will originate again from Town Hall, New York, beginning with the broadcast of October 7.

Cavalcade

Cavalcade of America began its 1947-48 season on August 18 over the NBC coast-to-coast network. Presentation is 8 p.m., EDT, for Eastern and Central states and 11:30 p.m., EDT, for Mountain and Pacific states.

This outstanding series, which began twelve years ago, attracted almost twelve million listeners each Monday night during the 1946-47 season, according to its sponsors, and told them about the people who made America: the well-known and little known people who left the mark of their ambition, their ingenuity, their enterprise, and their achievements upon the American scene.

The citations which, over the years, *Cavalcade of America* has received leave no doubt of its value as an out-of-school listening supplement to the regular curriculum. Teachers may obtain weekly a free leaflet providing advance information on each program. Write the du Pont Company, Wilmington 98, Delaware.

Noteworthy Programs

NBC's American Novels

Beginning June 27, NBC has been presenting weekly a 30-minute program in a series entitled *American Novels*. Presented so far have been "The Hoosier Schoolmaster," "Ramona," "The Adventures of Tom Sawyer," "Little Women," and "The Pilot."

The September schedule calls for "The Scarlet Letter" by Nathaniel Hawthorne, September 5 and 12; "The Legend of Sleepy Hollow" by Washington Irving, September 19; and "The Luck of Roaring Camp" by Bret Harte, September 26.

The programs are presented on Tuesdays from 11:30 p.m. to 12 midnight, EDT.

Town Meeting Changes Time

America's Town Meeting of the Air, well-known radio forum on national and world affairs, has been shifted to Tuesday evenings beginning with the broadcast of September 2. This program, which is broadcast over the

coast-to-coast network of ABC, has been heard on Thursdays since it was

Idea Exchange

Scholastic Script Awards

Expansion of awards offered for best radio scripts written by high school students is announced by *Scholastic Magazines*. A number of scripts will be published in a booklet which will be offered for school use.

"Radio Script" is one of the newer classifications in Scholastic's twenty-four-year-old awards program for the encouragement of student writing.

Prizes are offered this coming year for each of three kinds of scripts: original drama, radio drama adaptation, and non-drama scripts. First prize is \$25, second, \$15, third, \$10. A number of certificates of Honorable Mention and Commendation will also be awarded by the judges.

New this year is the "radio drama adaptation" classification. This was

adopted after consultation with Olive McHugh, chairman, Advisory Committee, Association for Education by Radio. *Scholastic* cooperates with AER to stimulate student interest in script writing.

Sponsor of the Radio Script classification this year is Audio Devices, Inc. In addition to the regular awards, Audio Devices offers an additional \$10 for each script suitable for publication in a forthcoming booklet.

In recognition of the teacher's part, Audio Devices will give three packages of 25 Audio Discs for school recording purposes, three Sapphire Recording Audiopoints, and three Sapphire Playback Audiopoints to the teachers of the students winning first prize in each classification.

Regional awards for student writer

radio scripts will be offered in certain areas by newspapers which conduct preliminary contests leading up to the national judging in March, 1948.

Nationally prominent radio authorities will judge the scripts. Judges last year were: Eric Barnouw, Margaret Cuthbert, Frank Ernest Hill, Gloria Chandler, Harriet Hester, and Robert Saudek.

For rules and deadlines, write for the free Scholastic Writing Awards booklet, Scholastic Awards, 220 East 42nd St., New York 17, N. Y.

New Music Series

Up and Down the Scales, a series of thirteen radio transcriptions which have been written and produced by the Junior League of Salt Lake City, presents characteristic music and dramatic incidents from the lives of thirteen composers—one transcription for each composer. The composers who were chosen as being representative of the country, type of music, and time are: Bach, Beethoven, Mozart, Schumann, Schubert, Chopin, Grieg, Mendelssohn, Verdi, Rachmaninoff, Tchaikowsky, Foster, and Franck.

Careful research and accuracy have been used in the script writing, production, direction, and performance. Co-operating in the series were: Dr. Lorin F. Wheelwright, supervisor of music, Salt Lake City schools; Walter Shaw, Juillard School graduate and well-known concert pianist; Alexander Schreiner, Salt Lake City Tabernacle organist; Donna Earl Parkinson, University of Utah faculty member; and Louise Hill Howe, dramatic producer, Station KSL, and faculty member, University of Utah.

Each program is fifteen minutes in length and is recorded at 33 $\frac{1}{3}$ rpm. A manual has been prepared for the series to provide correlated material for teaching. The series may be borrowed or purchased either for broadcast or non-broadcast use.

For further information write to Mrs. Arthur C. Deck, 767 Tenth Avenue, Salt Lake City, Utah.

Action on Juvenile Programs

The Lafayette PTA unit, of the San Francisco, Second District, California Congress of Parents and Teachers, has spent several months in an intensive study of juvenile crime-and-horror programs on the radio. This local unit, which comprises 318 members, has con-

sulted with the FCC, the FREC, the AAUW, the Public Affairs Committee of New York, many teachers, professors, psychologists, psychiatrists, representatives of the radio industry and women's clubs.

The Lafayette unit finally reached the conclusion that only the most drastic forms of protest would ever bring about a change for the better in children's radio entertainment. Consequently, at their meeting in June the members adopted a drastic resolution. This resolution, after setting forth the serious effects of certain juvenile crime-and-horror programs and outlining what they believe to be desirable outcomes of satisfactory children's programs, petitioned the stations, networks, advertising agencies, and sponsors to abandon ten existing programs presented Monday through Friday between the hours of 5:00 and 8:00 p.m.

The programs objected to were as follows: *Terry and the Pirates*, *Jack Armstrong*, *Lone Ranger*, *Sky King*, *Hop Harrigan*, *Superman*, *Captain Midnight*, *Tom Mix*, *Red Ryder*, and *Cisco Kid*. *Tennessee Jed*, then off the air, was also objected to.

The resolution concluded by urging the submission of all scripts for children's programs to a recognized, expert, and impartial board of judges.

Radio in Scholastic Teacher

To keep educators up-to-date on the flood of new radio equipment coming on the market, *Scholastic Teacher* has engaged an expert to inspect and report on new equipment. The new department editor is Dr. William Temple, specialist in speech and chairman, Audio-Visual Committee, Brooklyn College. Dr. Temple's equipment column will appear in the monthly *Scholastic Teacher*.

Other new and regular radio features:

Practical articles on how to make best use of the radio program resources.

The October 13 issues of all Scholastic classroom magazines will carry a 16-page full color, picture-story "On the Air" prepared by the National Broadcasting Company.

"Good Listening," a two-page list of network radio programs recommended for student and teacher listening by the Federal Radio Education Committee program listing service.

"Dialing," a column of hints and news about radio.

Scholastic Teacher is a monthly magazine supplied without charge to teachers who use five or more copies of any of the Scholastic classroom publications: *Senior Scholastic*, *Practical English*, *World Week*, and *Junior Scholastic*.

Television Personnel Needed

Paul Mowrey, head of television activities, American Broadcasting Company, believes that television will need 10,000 trained workers within the next 24 months. He points out that it takes 77 persons to handle a television show as contrasted with 4 to handle a radio show. In greatest demand will be writers, directors, producers, costume designers, musicians, lighting experts, and engineers. The best television employee, in his opinion, will be a college graduate who has had a third of his experience in the theatre, a third in radio, a third in motion pictures, "but not a genius in any of these fields."

United Nations Week

United Nations Week opens September 14 with an elaborate folk dance festival at Rockefeller Plaza, New York. National groups, in addition to performing their own dances, will intermingle with other groups in dances which carry out the symbolism of the week.

The National Broadcasting Company, the American Association for the United Nations, and the National Education Association are sponsors of United Nations Week, September 14-20. In addition, more than eighty national organizations are cooperating with the three sponsoring organizations. Slogan for the week is "There's a U [You] in United Nations."

Most of the week's festivities in New York will center in the lower plaza at Rockefeller Center. Approximately 250 dancers will perform in the opening day ceremonies and each night thereafter through Friday. Mayor William O'Dwyer will speak at the opening ceremony.

In Tarrytown and North Tarrytown, New York, designated jointly as a "model community" for observance of United Nations Week by the AAUN, many other special events will be held daily. Through the entire nation, governors and mayors have proclaimed United Nations Week to mark the opening of the UN General Assembly, September 16.



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